

Educational environment risks: Problems of identification and classification

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Abstract

© Author(s). The relevance of the research problem is determined by the multidimensionality of educational environment, that is the system of business and interpersonal relationships of educational process subjects. The maintenance of these relations defines quality and nature of risks for teachers and their pupils. The article aims to identify and justify the contradictions between the existing methods, to reduce the negative factors and the current state of educational environment, between established theoretical principles in organization of educational process and the needs of educational practice. The article deals with the content of the concept, with the problem of identification and risks classification of educational environment. There are drawn up recommendations to reduce the negative impact of risks on the participants in educational process. The leading methods in the study of this problem are the comparative and diagnostic methods (questionnaires, tests, interviews), in order to identify the risks of educational environment. The study involved students of distance learning, practicing teachers of educational institutions of Tatarstan Republic. Materials can be used by teachers of higher educational institutions in the learning process of students of pedagogical specialties.

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Keywords

Factors of risks formation, Pedagogical competence, Pedagogical interaction, Resistance to stresses, Risks of educational environment